Whole School Policy

Teaching & Learning
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PEDAGOGICAL FRAMEWORK

Chestnut Grove’s core purpose is to provide a transformational learning experience characterised by high levels of challenge and inspiration for all students. We know that the key contributor to excellent education is high-quality teaching and, therefore, are committed to the aspiration that every teacher will become an outstanding practitioner, so that every student can become an outstanding learner. We aim to produce a climate and culture for learning that help our students develop the knowledge, skills and values which will transform them into passionate lifelong learners.

Chestnut Grove Academy’s Pedagogical Framework derives from the Academy’s vision, values and ethos. It responds to the local context, levels of students’ achievement and the Academy’s most recent development plans. Reflecting the Academy’s motto – Creative Learning Community – the Pedagogical Framework is a formulation of our teachers’ collective belief in what makes outstanding teaching, as well as an expression of our united, consistent and collaborative approach to tailoring the best possible education for our students.

Our vision is to provide all students who attend Chestnut Grove Academy with the highest quality education through the delivery of a broad, balanced and creative curriculum in a supportive, secure and caring community. Our aspiration for all children is that they achieve their potential and develop into well-rounded human beings who can make a valued contribution to society.

Our values are encapsulated in the word PROUD which stands for Positive, Resilient, Open-minded, Unified and Determined.

Our ethos is one of mutual respect between students and adults within the academy community and beyond. Chestnut Grove is an Academy where every child matters and has the right to expect whatever is necessary for his or her development, academic and personal. In line with the UN convention on the Rights of the Child, we believe that every child has the right to learn and live safely.

At Chestnut Grove Academy, we place our learners at the heart of our pedagogy: it is the Chestnut Grove learners’ vast and diverse talents that we use as our starting point in defining what makes us excellent teachers. The learning our students receive is personalised because our teaching is responsive to their broad repertoire of aptitudes and ever-changing needs.

Teaching and Learning at Chestnut Grove Academy is informed by a number of frameworks and theories, some of which include:

- Fixed and Growth Mindset Theory;
- Inclusive Pedagogy, Black-Hawkins and Florian (2010);
- Enquiry Based Learning;
- Accelerated Learning Cycle (four part lesson structure);
- Rosenthal and Jacobsen’s Pygmalion Effect Theory;
- Positive Leadership Behaviour Model by Bill Rogers.

Whilst demonstrating uniformity in our purpose to provide educational excellence, we understand that outstanding teaching has many forms, most notably arising from different subject-specific teaching contexts. This is why our teachers are encouraged to collaborate with other subject experts in order to identify approaches that guarantee our learners the best
learning experience in each subject. Although teachers are encouraged to be creative and innovative in their teaching, there is also a fundamental belief that consistency in classroom practice is essential in ensuring that students learn effectively across the curriculum.

Below is the summary of what we believe makes an outstanding teacher and learner.

<table>
<thead>
<tr>
<th>What is an outstanding teacher?</th>
<th>What is an outstanding learner?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Has consistently high expectations of all students, including the disadvantaged, students with SEN, high attainers and EAL;</td>
<td>• Values education;</td>
</tr>
<tr>
<td>• Upholds PROUD values;</td>
<td>• Upholds PROUD values;</td>
</tr>
<tr>
<td>• Has excellent subject knowledge, which is communicated effectively to all students;</td>
<td>• Takes risks with learning and try something new;</td>
</tr>
<tr>
<td>• Has a good understanding of how students learn and uses a wide and effective repertoire of strategies that push all students to reach the maximum of their potential;</td>
<td>• Perseveres even when tasks are challenging;</td>
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<tr>
<td>• Encourages all students to work hard, sustain their efforts when tasks are challenging, respond positively to setbacks by learning from them and develop independence as learners;</td>
<td>• Will aim to perform to the best of own ability at all times;</td>
</tr>
<tr>
<td>• Provides incisive feedback, both oral and written, in line with the Academy's policy, including setting specific and manageable targets and tracing progress over time;</td>
<td>• Completes all work, including homework;</td>
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<tr>
<td>• Demonstrates a wide range of positive behaviour management strategies;</td>
<td>• Is always prepared to learn;</td>
</tr>
<tr>
<td>• Effectively tracks pupils' progress and uses assessment data to plan teaching and learning strategies, including appropriate and effective intervention;</td>
<td>• Seeks and acts upon teachers’ feedback;</td>
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<tr>
<td>• Demonstrates a wide repertoire of effective questioning strategies;</td>
<td>• Values all support from teachers and TAs;</td>
</tr>
<tr>
<td>• Provide well-planned lessons maximising the use of lesson time and introducing resources are effective and appropriately differentiated;</td>
<td>• Brings five a day to all lessons;</td>
</tr>
<tr>
<td>• Conducts clear and timely communication with parents /</td>
<td>• Is proud of their school uniform and wears it correctly at all times, including on the way to and from school;</td>
</tr>
<tr>
<td></td>
<td>• Can work independently and as part of a team;</td>
</tr>
<tr>
<td></td>
<td>• Constantly challenges him/herself and has high aspirations;</td>
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<tr>
<td></td>
<td>• Demonstrates responsibility for own learning and academic achievement;</td>
</tr>
<tr>
<td></td>
<td>• Is motivated and committed to learning;</td>
</tr>
<tr>
<td></td>
<td>• Is polite and courteous at all times to all students, staff and members of wider community;</td>
</tr>
<tr>
<td></td>
<td>• Is supportive of others’ learning;</td>
</tr>
<tr>
<td></td>
<td>• Looks after the Academy’s resources, including the premises and educational materials;</td>
</tr>
<tr>
<td></td>
<td>• maintains a high level of cleanliness within the Academy.</td>
</tr>
</tbody>
</table>
• Carers providing information on progress, improvement targets and ways of supporting their children in actualising their full potential;
• Promotes diversity and equal opportunities through every aspect of their teaching;
• Demonstrates commitment to improving students’ life skills necessary to fully function in the modern society, including literacy and numeracy skills;
• Sets challenging homework which consolidates and extends classroom learning, prepares students for future learning and promotes independent work and resilience;
• Is committed to students’ SMSC development;
• Demonstrates openness and passion for learning;
• Has good communication and interpersonal skills;
• Reflects on own practice, seeks feedback and is committed to constant professional improvement;
• Has ability to form positive relationships with students, parents and colleagues;
• Is a good ambassador for the Academy.
EQUAL OPPORTUNITIES

Under the Equality Act the Academy acknowledges their legal duty to make ‘reasonable adjustments’ to practice and policy for children from a range of backgrounds and those with additional educational needs. We pay particular attention to the provision for and achievement of different groups of learners: DP (disadvantaged pupils), EAL, G&T, LGBT, LAC, young carers, ethnic groups and SEND.

Whilst recognising the need to maintain high expectations, all staff are aware of the reasonable adjustments that may need to be made for pupils with additional educational needs in order to maintain high self-esteem. We recognise that achieving these aims is a collective responsibility shared by all staff and we aim to:

- Ensure that all resources and activities are differentiated to enable all pupils to make progress and develop their talents irrespective of their starting point;
- Ensure that we know the SEND needs of all the pupils who we teach and understand how to promote inclusion;
- Promote the most effective approach to learning in the classroom and to the physical nature of the learning environment;
- Ensure that pupils have opportunities to develop and feel that their skills and qualities are recognised and supported;
- Ensure that all teaching and support staff receive regular and up-to-date training to promote innovative teaching and learning practices.

AIMS

- To establish a teaching and learning culture through an agreed range of practices
- To promote learning as a shared responsibility
- To involve all staff in developing and improving the quality of learning and teaching
- To plan opportunities for students to develop their potential
- To provide all staff with development opportunities to enhance their teaching practice
- To identify students’ achievement through rigorous monitoring and plan appropriate interventions to enhance their progress
- To take account of parents and other stakeholders’ views and aspirations
RESPONSIBILITIES

STUDENTS

We expect all students to follow our PROUD values (Behaviour for Learning Policy).

PARENTS

Parents and carers are expected to work in partnership with the Academy in all aspects of their children’s education. Parents are encouraged to support Academy initiatives which involve collaborative working to raise student achievement and enhance their child’s spiritual, moral, social and cultural development. We expect parents/carers to attend consultative events or Parents’ evenings to discuss student progress. Parents are expected to sign the ‘Home School Agreement’. (Appendix 2, Behaviour for Learning Policy)

TEACHERS

- To ensure that all students effectively learn, retain and retrieve knowledge and skills;
- To plan effectively and deliver lessons appropriate to the teaching group, making sure they engage the interest of students;
- To ensure students’ work is marked and assessed in line with the Marking, Assessment and Reporting Policy;
- To follow the Behaviour for Learning Policy in relation to rewards and sanctions;
- To monitor student progress so no one falls behind and maintain appropriate records;
- To set appropriate and regular homework which extends the curriculum beyond the school day;
- To create a secure, stimulating classroom climate that will motivate students to learn and to perform to the best of their ability;
- To support students in their learning to help them to become confident independent learners;
- To promote every student’s spiritual, moral, social and cultural development;
- To deploy support staff effectively in lessons so that they have the maximum impact on teaching and learning.

SUPPORT STAFF

- To work collaboratively with the class teacher in planning for learning and teaching;
- To support students in specific aspects of their learning as agreed with the class teacher;
- To support students with EHCP or statutory entitlement to meet ‘small step’ targets as outlined in Individual Education Plan (IEP).

HEADS OF DEPARTMENT (HOD)/ RAISING STANDARDS LEADERS (RSL)

- To set high expectations for pupils and staff and create a culture that enables them to excel;
• Ensure there is rigorous and accurate self-evaluation (subject SEF) that leads to planning that secures continual improvements;
• To focus on consistently improving outcomes for all pupils, but especially for the disadvantaged, SEN and high attainers;
• To devise action plans for KS3, 4 & 5 in line with SIP, maintaining the Academy’s improvement focus on underperforming groups (SEN, DIS, HA (high attainers)), literacy and numeracy provision, Stretch and Challenge and resilience;
• To ensure assessment procedures provide information to inform Teaching and Learning;
• To ensure schemes of work are up to date and members of the department are aware of curriculum changes and syllabus specifications;
• To ensure consistency in the standards of behaviour and safety within the department;
• To provide targeted intervention for underperforming/vulnerable groups e.g. DIS, SEN, HA, etc.;
• To ensure all members of subject/team meet deadlines for marking and reporting data;
• To monitor and evaluate the effectiveness and quality of teaching, learning and assessment within the department and ensure it reflects the Academy’s Teaching and Learning / CPD focuses. To provide support where teaching is deemed to require improvement;
• To lead Professional Learning in your department, including devising a development/improvement plan for the department that ensures smooth transition towards the next stage in the introduction/embedding of Reformed GCSEs and laying it out in the Teaching & Learning section of the departmental action plan;
• To be accountable for student outcomes within subject area;
• To hold teachers within their team to account for student progress and outcomes;

THE SENIOR LEADERSHIP TEAM (SLT)

• To evaluate the effectiveness of leadership and management, quality of teaching, learning and assessment on student outcomes;
• To ensure there is rigorous and accurate self-evaluation (SEF) which informs actions for school improvement (SIP);
• To ensure that there is effective and appropriate support planned for all students;
• To ensure that the quality of teaching and learning is always at least good, and frequently outstanding. Where teaching is deemed to require improvement ensure a support programme is in place;
• To train leaders in observing lessons using the Ofsted criteria and providing feedback for lesson observations;
• To create and maintain effective relationships with parents/carers to support and improve student achievement;
• To ensure regular celebration of student achievement and teaching practice;
• To provide all staff with good access to baseline data to enable differentiation, assessment tracking and target setting;
• To effectively line manage HODs/RSLs to ensure this policy is implemented;
• To hold HODs to account for student progress and outcomes;
• To ensure there is effective communication between middle leaders and the SLT through minutes and agenda items for SLT meetings;
• To provide bespoke CPD programme responsive to departments’ and individual developmental needs;
To train and support HODs in leading on subject-specific strand of CPD;
To ensure funding for y7 catch-up and pupil premium is effectively used to support student outcomes;
To communicate evaluations of teaching, learning and assessment to school Governors at the Teaching, Learning and Assessment Committee.

FROM POLICY TO PRACTICE

CLASSROOM CONSISTENCY PROCEDURES

- Teacher greets students at the door.
- Teacher checks that students are wearing the correct uniform as students enter the classroom.
- Students stand behind their chairs in silence.
- Teacher takes the register within the first 20 minutes of the lesson.
- Students sit in their designated seat as shown in the seating plan.
- Students should place their diaries and equipment on the desk. (5 a day)
- Teacher checks students have the correct equipment: diary, pen, pencil, ruler and eraser (5 a day) and other equipment if required eg calculator, PE kit, reading book.
- Students should expect to start work as soon as they enter the class.
- TA ensures student he/she is supporting is ready to learn.
- Teacher deploys positive behaviour strategies by using praise and reward system.
- Students pack up when the teacher instructs and stand silently behind their chairs ready to be dismissed.

LESSON LEARNING STRUCTURE

CONNECTING LEARNING

Studies show that learning progresses primarily from students’ prior learning and only secondarily from the resources we use in a lesson. Therefore, to ensure that we launch the learning in our lessons from the prior knowledge and experiences of our students, it is essential that:

- Every lesson begins with learning which engages all students and stimulates curiosity and open-mindedness
- Every lesson begins with connecting with previous learning and/or prior knowledge. Adequate prior knowledge is necessary for students to extract meaning from the presentation of new material. This is a robust and effective learning strategy: it enables students to create cognitive connections, which strengthens the ability to retain and retrieve learning.

LEARNING GOALS

Learning goals are easily identified actions that a student is expected to demonstrate in terms of knowledge, skills and attitudes upon completion of a lesson or a sequence of lessons.

Please note:
- Learning goal/s can be achieved over several lessons;
- When writing learning goals, focus on the end result of your teaching: Ask yourself these key questions to help clarify your learning goal/s;
- What do you want your students to learn?
• How will you know that the students have learned it?
• How will you assess the learning goal?
• Learning goals should be revisited throughout the lesson in order to measure students’ progress and identify further learning opportunities;
• Learning goals should be shared with all students.

See below for an example of a learning goal.

<table>
<thead>
<tr>
<th>Learning goal</th>
<th>Pythagoras’ theorem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior knowledge/skills</td>
<td>Squares, square roots, decimal places, significant figures, solving equations</td>
</tr>
<tr>
<td>Application</td>
<td>Use Pythagoras’ theorem to find the lengths of right angled triangles</td>
</tr>
<tr>
<td>Demonstrate resilience by solving practical problems and proving if a triangle contains a right angle</td>
<td></td>
</tr>
</tbody>
</table>

THE MAIN LEARNING
Planning for learning involves selecting the most effective learning strategy to enable students to achieve the learning goals. At Chestnut Grove Academy, teaching and learning strategies are revised every year to ensure they are in line with the most recent students’ academic needs and levels of achievement, as outlined by the Academy’s improvement plan. The Teaching and Learning focuses for 2017-18 are:

• Raising achievement of the disadvantaged, students with SEN and high attainers;
• Stretch & Challenge;
• Inclusive differentiation;
• Literacy;
• Numeracy;
• Developing resilience;
• Retention of information.

RAISING ACHIEVEMENT OF THE DISADVANTAGED, STUDENTS WITH SEN AND HIGH ATTAINERS

Children and young people are entitled to an education that has their best interests at heart, and develops their personality, talents and abilities to the full. Fair and equal education recognises differences in children and young people’s experiences, interests and backgrounds and ensures equality in access and provision.

(BERA (2015) Fair and equal education: An evidence-based policy manifesto that respects children and young people)

Chestnut Grove Academy is committed to closing the attainment gap between different groups of students: we make every effort to ensure that all of our students are given every opportunity
to achieve to the best of their potential, regardless of their starting points, social circumstances, ethnicity or aptitude. Our current focuses arise from the most recent students’ outcomes.

Please refer to CGA 2016 RAISEonline report on T-drive for more details regarding students’ outcomes and to the SEN Policy and High Attainers Policy for more information about the Academy’s programmes for these student groups.

**STRETCH & CHALLENGE**

Rosenthal and Jacobsen (1968) were the first ones to provide evidence for one of the most important tenets of effective education: teachers’ expectations have a powerful influence on students’ outcomes. Put simply, positive expectations lead to positive student outcomes and high expectations lead to educational excellence! Therefore, it is essential that all teachers have high expectations of their students evident in teaching that provides stretch and challenge to all students, including the most and least able.

The Academy’s Stretch & Challenge stipulates that a level of challenge in lessons pushes all student groups to achieve to the maximum of their potential, yet is still accessible and achievable. Low level of challenge leads to boredom and apathy; also, unrealistic challenge leads to frustration and anxiety.

At Chestnut Grove, we recognise that providing challenge is not only about pitching it right and deploying appropriate Stretch & Challenge strategies in our lessons; most importantly, it is about creating a culture of ambition, aspiration and lust for learning that permeates every aspect of our teaching.

Bloom’s taxonomy provides a great tool for creating Stretch & Challenge by accessing deeper levels of learning:

<table>
<thead>
<tr>
<th></th>
<th>What pupils need to do</th>
<th>Examples of possible question structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Define, recall, describe, label, identify, match, name, state</td>
<td>What is...? How is...? Where is...? When/how did ......happen? How would you explain...?</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Translate, predict, explain, summarise, describe, compare (events and objects), classify</td>
<td>How would you classify the type of...? How would you compare..? Contrast.....? How would you rephrase the meaning....? What facts or ideas show...? Which statements support...?</td>
</tr>
<tr>
<td>Application</td>
<td>Demonstrate how, Solve Try it in a new context, use,interpret, relate, apply ideas</td>
<td>How would you use...? What examples can you find to ....? How would you solve...... using what you have learned..? How would you organise....to show.....? How would you show your understanding of....? What approach would you use to .....? How would you apply what you learned to develop?</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analyse, explain, infer, break down, prioritise, reason, logically, reason critically, draw conclusion</td>
<td>What are the parts or features of...? How is ...... related to.......? Why do you think....? What is the theme.....? What motive is there.....? What conclusions can you draw....?</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Design, create, compose, combine, reorganise, reflect, predict, speculate, hypothesise, summarise</td>
<td>What changes would you make to solve...? How would you improve...? What would happen if .....? How can you elaborate on the reason....? What alternative can you propose.....? How can you invent.....?</td>
</tr>
</tbody>
</table>
**INCLUSIVE DIFFERENTIATION**

Differentiation is at its best when it provides stretch and challenge for all students. However, it can be a hindrance to students’ learning when it provides a glass ceiling for certain groups. This happens when differentiation is exclusive – tasks are perceived as only for “the clever” or “more able” and less confident students don’t attempt to do them. Use the label ‘Stretch & Challenge’ to introduce more challenging tasks and avoid any references to students’ ability (you can refer to students’ targets instead).

Key principles of inclusive differentiation:

- Knowing your students very well is a prerequisite of effective inclusive differentiation;
- Every class should be perceived as mixed ability;
- Differentiation strategies aim at stretching all students, not only the more able;
- The teacher understands, appreciates and builds upon student differences;
- Assessment and instruction are inseparable;
- The teacher adjusts content, process and product in response to student readiness, interests, and learning profiles;
- Students and teachers are collaborators in learning;
- Goals are maximum growth and continued success.

For more information, please use the link below.

http://webarchive.nationalarchives.gov.uk/20101021152907/http:/www.ttrb.ac.uk/ViewArticle2.aspx?anchorId=17756&selectedId=17759&menu=17834&expanded=False&ContentId=15712

**LITERACY**

“*Teachers should develop pupils’ reading and writing in all subjects to support the acquisition of knowledge*. The New National Curriculum for England (July 2014)

Academic and career success is impossible without a good level literacy. For that reason, frequent opportunities to develop students’ reading, writing and speaking skills are embedded into curricula across all subjects. We passionately believe that all teachers are literacy teachers and, therefore, the teaching and learning of literacy happens in all lessons. The basis for this is the understanding that rapid and sustained progress in the development of students’ literacy skills is possible only if literacy is constantly and consistently addressed. To support students’ literacy, all members of staff must establish standard English as the language of the classroom and provide literacy instruction and feedback relevant to and arising from the teaching and learning in their subjects.
The main focuses of 2017-18 Literacy Programme are:

- Developing and embedding subject-specific literacy;
- Teaching subject-specific vocabulary;
- Reading: boosting reading skills to enable all to access the curriculum, developing the love of reading, reading the classics esp. pre-1914 texts;
- Oracy: using standard English, developing fluency and confidence;
- Accelerating progress of students with weak literacy to ensure they can fully access the curriculum;
- Providing literacy enrichment for high attainers.

**Subject-Specific Literacy**

The teaching and learning of literacy differs in its content and strategies across subjects. The expectation of all subjects, therefore, is to:

- Identify relevant literacy content for their subject, e.g. reading comprehension will be important in answering problem questions in maths, while analytical writing may be a priority in science, etc.;
- Identify best approaches to teaching subject-specific content;
- Embed subject-specific literacy content into curriculum;
- Differentiate the teaching and learning of literacy to address the needs of different groups of learners, e.g. students with SEN, the disadvantaged, high attainers, EAL, etc.;
- Continuously evaluate the teaching and learning of literacy in own subject;
- Adhere to the Academy's Written Feedback policy regarding literacy marking.

**Students with low literacy skills**

- A reading age of around 10:06+ is considered to be 'functional', which means that those students can generally access the secondary curriculum.
- Most secondary school text books have a reading age of 9.6+.
- GCSE exam papers require a reading age of 15+.

The range of reading ages in Year 7 can be anything between 6 and 15, which means that it is essential to know your students’ reading ages. Those with the reading age below 9 will struggle to access textbooks, non-fiction and most fiction texts, even your powerpoints if they contain wordier slides. In order to help these students access your curriculum, you must use literacy differentiation strategies, some of which are below:

- Pre-teach subject vocabulary and check understanding;
- Teach the meaning of prefixes / suffixes (esp. Greek/Latin ones) to aid the acquisition of technical vocabulary;
- Abridge texts;
- Provide summaries of texts;
- Provide visual aid: pictures, graphs, schemes, etc.;
- Explain grammatical rules where applicable;
- Use literacy mats (these can differ across subjects) that can contain: spellings of challenging words, grammar/punctuation rules, sentence starters, etc.;
- Provide scaffolded resources for longer writing tasks;
- Model writing;
- Teach reading strategies;
- Use standard English at all times – for some students lessons are the only time when they can hear and use it.
NUMERACY

Being numerate means having the confidence and skill to use numbers and mathematical approaches in all aspects of life - at work, in practical everyday activities at home and beyond, as consumers, in managing our finances, as parents helping our children learn, as patients making sense of health information, as citizens understanding the world about us. National Numeracy

Literacy and numeracy (mathematical literacy) complement one another and are both life skills necessary to function fully in everyday life. Being numerate means being able to:

- Interpret data, charts and diagrams;
- Process information;
- Solve problems;
- Check answers;
- Understand and explain solutions;
- Make decisions based on logical thinking and reasoning.

As with literacy, all teachers – regardless of the subject they teach - are expected to develop students’ numeracy to whatever extent that is possible in their subjects. The main focuses of 2017-18 Numeracy Programme are:

- Developing and embedding subject-specific numeracy;
- Accelerating progress of students with weak numeracy to ensure they can fully access the curriculum;
- Providing numeracy enrichment for high attainers.

For more information visit https://www.nationalnumeracy.org.uk/

DEVELOPING RESILIENCE

When students have resilience, they are open to learning because they believe that they can learn; they are receptive to assistance because it is not a criticism of their abilities; and they are comfortable not understanding concepts immediately because they see learning as a pursuit of knowledge and know that motivation and effort are just as important as knowing how to do something. Tammy Russell

Resilience is an aspect of emotional competence and is derived from intrinsic motivation, recognition of the importance of sustaining efforts and the ability to work towards long-term goals. Developing students’ resilience is a task that needs resilience on teachers’ part: it is not enough to introduce a range of tasks aimed at developing resilience in students; it requires a constant and relentless commitment to establishing positive, pro-active and self-driven work ethic in the class. Some of the ways of helping your learners develop resilience include:
• Engaging students in metacognitive conversations that address the why and how of learning and studying.
• Allowing your students to learn from failure: develop positive attitude to mistakes and failure in order to develop resilience to setbacks. This will help students to develop optimism and perseverance when presented with challenge.
• Show them that they are progressing: point out things they couldn’t do before and can now; show them how their test results are gradually improving over time.
• Enable students to build personal meaning to their education: encourage discussions about their attitudes, goals and aspirations to develop intrinsic motivation.
• Enable them to take ownership of own learning by designing own goals, revision timetables, choosing tasks and study methods.
• Share stories about people who have succeeded despite the odds thanks to their resilience.
• Introduce growth mindsets philosophy.

The websites below contain useful information on resilience:

https://www.theguardian.com/teacher-network/2016/jan/12/science-resilience-how-to-teach-students-persevere
https://www.edutopia.org/article/resilience-resources

RETENTION OF INFORMATION

Helping students retain information is very important in content-based curricula. Some principles of how to retention are listed below:

• Distinctive, exciting, and unique material is easier to remember.
• When questioning students, allow for thinking time because remembering takes time! It takes 3+ seconds to retrieve information from long-term memory.
• Emotionally-charged material is easier to remember (“hot cognition”): invite students to express their feelings or reveal yours.
• Rehearsal of information regularly over a long time helps students remember; introduce content-based quizzes, low-stakes tests, mocks, etc.
• Ask them to recall past information and incorporate it into the new material.
• Information is best learned through multiple contexts. Help students tie material to: concepts in more familiar subjects, general knowledge, personal experiences, current activities/goals, etc.

TEACHING AND LEARNING RESOURCES

Please refer to the Most Effective Learning Toolkit in T-drive, Teaching and Learning 2017-18 for helpful Teaching and Learning resources on the following topics:
• A challenging level of subject knowledge (Toolkit No 1 – Stretch and Challenge)
• Active collaborative learning (Toolkit 2 - Student talk)
• A choice of challenging activities or approaches available (Toolkit 3 - Differentiation)
• Carefully targeted questioning with lots of high order questions to stretch and challenge (Toolkit 4 – The Art of Questioning)
• Obvious collaboration between the teacher and the TA (Toolkit 5 – Checklist for best practice)
• Clear testing, self testing to check if learning is taking place (Toolkit 6 – Testing for Learning)
• Ongoing and formative feedback (Toolkit 7 – Formative Feedback)
• Clear, concise and unambiguous instructions
• A challenging pace which is maintained throughout. (Toolkit 8 – Teaching with pace)

**ASSESSMENT FOR LEARNING OR FORMATIVE ASSESSMENT**

Formative assessment is used by teachers to evaluate students’ knowledge and understanding on a day to day basis and to tailor teaching accordingly. Formative assessment should be a continuous process. As learning develops during the lesson, it should be checked at relevant points. The dialogue between teacher and student, student and student, student and support staff, should be checking for understanding and meaning. This helps avoid the “illusion of knowing”.

Assessment should ensure that students have regular opportunities to engage in effective question and answer in class, produce work which exemplifies their learning, demonstrate their learning in a variety of ways and consolidate learning with appropriate homework.

We believe that teachers should promote ‘mastery learning’ by deepening understanding and securing learning for all.

Methods for promoting mastery learning can include:

• Questioning that uncovers student’s reasoning behind answers;
• Use of ‘wrong’ answers to explore a concept in greater depth and to identify and address misconceptions;
• Marking of students’ work;
• Observational assessment;
• Regular short re-cap quizzes or short tests;
• Scanning work for student attainment and development;
• Question and answer during class using Bloom’s Taxonomy.

**PLENARY**

A plenary can be a useful method to capture the totality of learning. If continuous formative assessment and feedback have been embedded in the learning process, plenary can be a critical factor in connecting the new learning and understanding with the prior knowledge. Student presentations at the end of a sequence of lessons, when learning goals have been achieved, can be a powerful demonstration of student learning and progress.
PLANNING LESSONS

SCHEMES OF WORK

A fundamental requirement is that each department has in place a detailed scheme of work which addresses:

- Knowledge, skills and understanding;
- Differentiation should be clearly indicated to meet the needs of the individual learners in the class;
- Schemes of work address the Academy’s current focus on the disadvantaged, students with SEN and high attainers;
- Clear assessment criteria;
- A copy of each department’s scheme of work is available as a hard copy on request;
- It is the responsibility of all subject areas to ensure that all their students have opportunities to develop skills in Literacy including SPaG, Numeracy and ICT, that enhance their progress;
- It is recognised that teachers have a responsibility to develop Spiritual, Moral, Social and Cultural skills (SMSC) and British Values. These skills should be clearly identified within schemes of work.

PLANNING LESSONS

Teachers should plan lessons and sequences of lessons in line with department schemes of work and the Academy’s SIP. Teachers’ planners or records should contain detailed information regarding individual students’ prior learning, reading ages, SEND and EAL stage details. Teachers should also have up-to-date assessment records that show their students’ progress over time. These should be used to inform lesson planning. Teacher should also action any targets as outlined in a student’s Individual Learning Plan (ILP) or Individual Medical Plan (IMP). For an example of an ILP refer to Appendix 4, IMP refer to Appendix 5. When planning lessons, staff should bear in mind their responsibility to ensure the welfare and safety of students. Refer to Appendix 1 for the lesson plan and lesson plan checklist/evaluation. Lesson plans may only be requested for formal lesson observations for performance management. Departmental policies should include an example of an outstanding lesson plan in this format.

PROFILE OF NEED

Each class teacher completes a Profile of Need sheet (refer to Appendix 2 for an example of Profile of Need) which outlines the specific educational profile of students on each class. The effective use of support staff is essential, and planning must show evidence of their contribution to learning.

SEATING PLAN

All teachers are expected to devise a seating plan for their lessons. If teaching is being observed, teachers are expected to give a copy of the seating plan to the observer. Refer to Appendix 3 for instructions on seating plan using BROMCOM.

Seating plans should contain:
- Students’ names
• Girl/boy (if possible)
• End of year target
• KS2 levels/score
• ‘working at’ grades
• Reading age where lower than calendar age
• Provision for any special or medical needs
  G&T, DP, SEND, EAL etc
• Personal Notes
  ie/ give lots of praise, works well on short tasks, don’t sit next to … etc.

INCLUSIVE PLANNING FOR STUDENTS WITH DYSLEXIA

At Chestnut Grove Academy, we are proud to be a dyslexia-friendly school. Being a dyslexia-friendly school not only helps us to meet the needs of dyslexic pupils, but also the needs of pupils who have delayed literacy skills. As evidence suggests, strategies that help students with dyslexia can benefit all students in the classroom as they promote a multisensory approach to learning. Successful learning means that students’ self esteem and confidence can flourish.

WHAT IS DYSLEXIA?

Dyslexia is a specific learning difficulty that can impact on a person’s reading, writing and spelling abilities as well as other aspects such as short and long-term memory, processing and sequencing information, organisation and spatial awareness.

At CGA, we use the British Psychological Society’s definition:

‘Dyslexia is evident when accurate and fluent reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities.’

TEACHING STRATEGIES

No two dyslexic children are the same and the difficulties they experience will vary greatly. Therefore our teaching styles must reflect children’s differing needs.

We provide the following support for students:

• Exploring a wide range of recording styles, both written and electronic, including the use of laptops and iPads;
• Use of ICT to help develop phonic and reading knowledge, such as reading pens and specific dyslexia-centred software;
• Use of visual cues, including timetables;
• Support for reading, including: tiered reading books which maintain interest, reading buddies, Read Write Inc software, printed resources, speed reading techniques;
• A marking policy which uses symbols alongside/in place of the written word.

DYSLEXIA FRIENDLY CLASSROOMS

It is our aim that our school building remains dyslexia friendly. This includes not just our classrooms, but also our entire school building, including our reception area and corridors.
At CGA we adopt many of the principals set out by Dyslexia Awareness for achieving a dyslexia friendly classroom. Our classrooms:

- Are arranged so that during lessons dyslexic children sit in an appropriate place;
- Have clearly labelled resources, which use pictures and symbols as well as words;
- Use colour tinted backgrounds on the interactive whiteboards;
- Use coloured paper for worksheets, letters and information;
- Have a range of dyslexia friendly resources ready at hand in ‘dyslexia friendly toolkits’;
- Have interactive displays which can include word lists and topic vocabulary, photographs and pictures.

IDENTIFICATION OF DYSLEXIC TENDENCIES

All teachers are responsible for identifying dyslexic tendencies. Teachers and teaching assistants have been trained using the Inclusion Development Programme (IDP). At CGA we also employ a wide range of assessment methods, and have a number of pupil tracking and monitoring procedures in place.

MARKING AND ASSESSMENT

More guidance on marking and assessment can be found in the Marking, Assessment and Reporting Policy.

MONITORING THE QUALITY OF TEACHING AND LEARNING

Heads of Department (HODs) are accountable for monitoring the quality of teaching and learning within their subject areas. Raising Standards Leaders (RSLs) are accountable for the quality of teaching and learning during health and tutor time. Each department/team should outline their own particular methods for achieving this in their monitoring policy, which must follow the whole-school policy for monitoring, evaluation and review. In addition to this, HODs/RSLs will draw up a monitoring calendar at the start of each term in order to systematically monitor all aspects of teaching and learning across the department.

Every member of staff will be formally observed at least once a year. When being observed, it is important that the following is prepared for the observer:

- A seating plan (which includes details of personalised strategies);
- Lesson plan is optional;
- A mark sheet / assessment sheet which demonstrates students’ progress over time.

HODs/RSLs summarise the impact of their monitoring activities each term. Where teaching is deemed to require improvement, a support programme must be put in place. This should be evaluated with the SLT line manager. Failure to meet targets may result in either an extension of the support programme or move to capability.

Work will also be scrutinised as part of the monitoring process. Lesson observers will review a sample of students’ books during the lesson observation. Learning will be judged over time as well as in-lesson progress. The monitoring process in 2017-18 will focus on progress of the disadvantaged, students with SEN and high attainers.

SLT are accountable for the consistency in the quality of teaching and learning across the Academy. Monitoring activities are devised for each term as outlined in the MSER calendar. These activities vary and are linked to school priorities and improvement. Impact reports are presented to SLT and to the Teaching, Learning and Assessment Committee.
<table>
<thead>
<tr>
<th>Key aspects of lesson</th>
<th>Y/N</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting with prior knowledge/skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear learning goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense of cohesion with previous and subsequent learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of activities used</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good use of interesting and well produced resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective differentiation for all – SEN, DIS, HA, EAL, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective questioning for all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Stretch &amp; Challenge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective strategies to aid information retention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective literacy and numeracy strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target vocabulary addressed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective use of assessment to modify and manage learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate work for students’ interests, abilities and skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning checks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of support staff during lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise books/folders marked with feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every student knows their target and knows how to achieve it</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Systems should be in place so that each student can answer the following questions:

- How well are you doing in the subject?
- How do you know how well you are doing?
- How can you improve?
- What is your target in the subjects?
- What improvements have you seen in your work?
# APPENDIX 2 PROFILE OF NEED

<table>
<thead>
<tr>
<th>Student name</th>
<th>Tutor Group</th>
<th>English Additional language</th>
<th>Ethnicity</th>
<th>Free School meals Ever</th>
<th>Gender</th>
<th>Gifted/Talented</th>
<th>SEN Need</th>
<th>KS2 Eng Sublevel</th>
<th>KS2 Maths Sublevel</th>
<th>KS2 End &amp; Maths AVG</th>
<th>Yr8 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Hepworth</td>
<td>Y</td>
<td>White European</td>
<td>N</td>
<td>M</td>
<td>N</td>
<td>SPLD</td>
<td>4c</td>
<td>3a</td>
<td>3a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Hepworth</td>
<td>N</td>
<td>Other Mixed Background</td>
<td>N</td>
<td>F</td>
<td>Y</td>
<td></td>
<td>6c</td>
<td>5b</td>
<td>5a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Kapoor</td>
<td>Y</td>
<td>White European</td>
<td>N</td>
<td>F</td>
<td>N</td>
<td>MLD</td>
<td>4a</td>
<td>5b</td>
<td>5c</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Kapoor</td>
<td>N</td>
<td>White - British</td>
<td>N</td>
<td>N</td>
<td></td>
<td></td>
<td>5b</td>
<td>4a</td>
<td>5c</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N</th>
<th>No Special Educational need</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Educational Health and care plan</td>
</tr>
<tr>
<td>K</td>
<td>SEN Support</td>
</tr>
<tr>
<td>ASD</td>
<td>Autistic Spectrum Disorder</td>
</tr>
<tr>
<td>HI</td>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>MLD</td>
<td>Moderate Learning Difficulties</td>
</tr>
<tr>
<td>SEMH</td>
<td>Social, Emotional &amp; Mental Healthcare</td>
</tr>
<tr>
<td>SPLD</td>
<td>Specific Learning Difficulty</td>
</tr>
<tr>
<td>SLCN</td>
<td>Speech, Language and Communication Needs</td>
</tr>
<tr>
<td>VI</td>
<td>Visual Impairment</td>
</tr>
<tr>
<td>PD</td>
<td>Physical Disability</td>
</tr>
<tr>
<td>SLD</td>
<td>Severe learning Difficulty</td>
</tr>
</tbody>
</table>
### APPENDIX 3 SEATING PLAN INSTRUCTIONS USING BROMCOM

| Gold star | EAL       |
| Pink star | FSME      |
| Green Flag| SEN       |
| Red Flag  | G&T       |
| Purple Flag| CLA      |

1. On register page click ‘seating page’

2. Click Config settings (cog)
3. Click ‘display user defined flags’

4. You will then be able to drag students from the top bar into position. You can increase the grid by right clicking an empty square and you can remove a student to ‘re-place’ by right clicking their picture. It is possible to print this page and I often put it up (without flags) on screen when they enter. They don’t seem to care about photos when they’re all up there!

5. Make sure you name, save and then close your seating plan! You can access it from any classroom, as can the cover teacher who is taking your class. This seating plan is attached to the class code, not just the teacher.

6. You can also use the magic wand to randomly select a student for questions!
### EXAMPLE OF SEATING PLAN

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>EAL</th>
<th>G&amp;T</th>
<th>SEN</th>
<th>N/LD</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Striker Themayo</td>
<td>K2</td>
<td>N</td>
<td>N/N</td>
<td>N/N</td>
<td>N</td>
<td>N/A (MLD) - I will provide accommodations and create an inclusive environment for all students.</td>
</tr>
<tr>
<td>Utaka Enne</td>
<td>K2</td>
<td>N</td>
<td>N/N</td>
<td>N/N</td>
<td>N</td>
<td>N/A (MLD) - I will use simple language and visual aids, and allow extra time for tasks.</td>
</tr>
<tr>
<td>Ali Abdulatif</td>
<td>K2</td>
<td>N/A</td>
<td>N/N</td>
<td>N</td>
<td>N</td>
<td>N/A - will focus on social studies and civics.</td>
</tr>
<tr>
<td>Manoah Sanil</td>
<td>K2</td>
<td>N/A</td>
<td>N/N</td>
<td>N</td>
<td>N</td>
<td>N/A (MLD) - I will provide extra time for tasks and use visual aids.</td>
</tr>
<tr>
<td>Nolan Sari</td>
<td>K2</td>
<td>N</td>
<td>N/N</td>
<td>N</td>
<td>N</td>
<td>N/A (MLD) - I will provide all revision books and materials, and use Edmodo for research work.</td>
</tr>
<tr>
<td>Da Silva Jenkins Tali</td>
<td>K2</td>
<td>N/A</td>
<td>N/N</td>
<td>N</td>
<td>N</td>
<td>N/A (MLD) - I will use clear, concise language and a consistent routine.</td>
</tr>
<tr>
<td>Cook Luis</td>
<td>K2</td>
<td>N/A</td>
<td>N/N</td>
<td>N</td>
<td>N</td>
<td>N/A (MLD) - I will provide a clear, consistent routine and tasks.</td>
</tr>
<tr>
<td>Simeon Samah</td>
<td>K2</td>
<td>N/A</td>
<td>N/N</td>
<td>N</td>
<td>N</td>
<td>N/A (MLD) - I will provide clear, consistent tasks and language.</td>
</tr>
<tr>
<td>Spring Way</td>
<td>K2</td>
<td>N/A</td>
<td>N/N</td>
<td>N</td>
<td>N</td>
<td>N/A (MLD) - I will provide clear, consistent tasks and language.</td>
</tr>
<tr>
<td>Stone Sydney</td>
<td>K2</td>
<td>N/A</td>
<td>N/N</td>
<td>N</td>
<td>N</td>
<td>N/A (MLD) - I will provide clear, consistent tasks and language.</td>
</tr>
<tr>
<td>Nkunya Moste</td>
<td>K2</td>
<td>N/A</td>
<td>N/N</td>
<td>N</td>
<td>N</td>
<td>N/A (MLD) - I will provide clear, consistent tasks and language.</td>
</tr>
<tr>
<td>Nkunya Yani</td>
<td>K2</td>
<td>N/A</td>
<td>N/N</td>
<td>N</td>
<td>N</td>
<td>N/A (MLD) - I will provide clear, consistent tasks and language.</td>
</tr>
</tbody>
</table>

**Color Coding:**
- **RED** - SEND (EAL)
- **BLUE** - EAL
- **PURPLE** - G&T
- **GREEN** - DISADVANTAGE
APPENDIX 4 INDIVIDUAL LEARNING PLAN (ILP)

SEN stage:
Area of need:
Outside agencies:

What I find tricky...

What I am good at...

What helps me in the classroom...
Help from my teacher

Help from my LSA

Things I can do to help myself...

What I’m working on this year...
**APPENDIX 5 INDIVIDUAL MEDICAL PLAN (IMP)**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Tutor Group:</th>
<th>Medical condition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Management in school
- ........ is going to try to come into school for registration and/or one to two lessons where possible.
- She will be coming in after the school bell to avoid the rush in the corridors.
- She will need to leave class 5 minutes early to go to her next lesson before the bell goes.
- She may not be able to cope with a whole lesson.
- She will be using crutches but may need her wheelchair if she gets very tired.

### What can a teacher do to support (name) in class
- Be aware that ........ will find any activity very tiring mentally and physically, even if she doesn't say so, and that she may push herself too much.
- Give her the opportunity to say discreetly when she needs to rest.
- Allow her to go to the medical room if she is unable to do a whole lesson.
- Be aware that she may feel uncomfortable about using her wheelchair in front of other pupils even if she needs it.

### What is an emergency for (name)?
- If she over exerts herself she may become so fatigued that she needs to lie down.
- If this happens she should be helped to have a drink as this will help her recover.

### Where can you get more information?
- ........ mother, who will update school on her condition and whether a diagnosis has been made.
- ........ form tutor.
- School nurse.